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ABSTRACT

One of the objectives of the Strategic Planning Commission at Virginia Wesleyan College was to enhance alumni loyalty. To that end, a survey was developed to study alumni loyalty, beginning with developing a definition of a loyal alumnus/a as one who acknowledged the unique contributions of the college in his or her personal and professional growth and who maintains an active interest in the college. The survey was administered to 66 alumni, and correlations among variables were determined. The respondents represented a group that was more committed than the average graduate as evidenced by a higher than average alumni giving rate. Survey results suggest that sustaining loyalty can be more problematic for alumni who reside far from the college, where the institution is less well known. Data suggest that efforts to keep alumni informed about the college, available courses, and events for alumni enhance interest and support. Survey findings also suggest that emphasis on a customer service orientation will increase alumni interest. As a whole, survey results confirm that there is more than one way of being loyal, and there is probably no one way to promote loyalty. (SLD)

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Alumni Loyalty: A Survey Investigation

By

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Table of Contents

1. Introduction..... 1
2. A Characterization of Loyal Alumni..... 2
3. Alumni Questionnaire 2000..... 3-6
4. Summary of Correlations by Variables..... 7-8
5. Survey Variables Correlation Map..... 9
6. Points of Interpretation..... 10-11
7. Task Force Report..... 12-19

Alumni Loyalty: A Survey Investigation – Introduction

During the academic year 1999 – 2000, the Strategic Planning Committee of Virginia Wesleyan College prepared a list of strategic objectives for the period 2000 – 2005. One of those objectives was "to enhance alumni loyalty." An Alumni Loyalty Task Force was formed early in the 2000 – 2001 academic year. The following publication is a record of a significant part of the work of that task force, i.e., a survey investigation into alumni loyalty at Virginia Wesleyan College as our Task Force defined "alumni loyalty."

While details of how we proceeded and what we ultimately found are unique to our institution, the authors believe that a brief record of our deliberations, leading to the development, dissemination and analysis of a survey on alumni loyalty, will be of interest to others who would like to carry out a similar investigation at other colleges or universities.

The first item, which follows, is a definition of "alumni loyalty" developed by the Task Force. Very early in our deliberations we concluded that alumni loyalty could not be reduced to one or even a small number of variables. Our working definition became the basis of our future deliberations and of the development of our "Alumni Questionnaire 2000," which follows as the next item in this publication.

For purposes of this publication we decided to focus on the analysis of quantitative results and their interpretation. The readers should also understand that qualitative data also played an important role in the conclusions that we reached. In accord with our emphasis on the quantitative results, we include in this paper a summary of the correlation results followed by a visual display of those results in a correlation map. Points of interpretation are offered next. Finally, we submit a copy of the Alumni Task Force report to the Strategic Planning Committee. In that report we have based our recommendations, to a large degree, upon the results and interpretation of the survey.

Readers in search of further information may contact the first author at the following address:

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A Characterization of Loyal Alumni

A loyal alumnus/a is a graduate who readily acknowledges the unique contributions of Virginia Wesleyan in his/her personal and professional growth and one who has maintained an active interest in the college. He or she:

A) understands and appreciates the value of a liberal education
B) valued the education received and believed it was of high quality and an excellent investment
C) was satisfied with experience as a student
D) had a minimum of unresolved issues, grievances or unmet needs
E) appreciated the services received and efforts made on his/her behalf
F) appreciates current benefits of being an alumnus/alumna and takes advantage of them
G) believes his/her degree (if applicable) is highly regarded
H) maintains ties with VWC to extent of ability (distance and opportunity)
I) supports VWC in appropriate ways.

Virginia Wesleyan College

Office of Institutional Research & Planning

Alumni Questionnaire 2000

This survey is confidential; your complete anonymity is assured. Additional comments are welcome and can be made on the reverse side or on a separate piece of paper.

1. How would you rate the value of your education received at VWC?
   Very good ☐ Good ☐ Fair ☐ Poor ☐

2. Which program did you participate in?
   Adult Studies Program ☐ Day Program/Resident ☐ Day Program/Commuter ☐

3. Do you think your education at VWC prepared you sufficiently for your career or graduate school? Yes ☐ No ☐ Explain: _____
   _____
   _____

4. How would you rate the quality of your education?
   Very good ☐ Good ☐ Fair ☐ Poor ☐

5. How would you rate the *availability* of courses that were required?
   Very good ☐ Good ☐ Fair ☐ Poor☐

6. How would you rate the *variety* of courses that were offered?
   Very good ☐ Good ☐ Fair ☐ Poor☐

7. Were you satisfied with the academic advising services you received at VWC?
   Yes ☐ No ☐ Explain: _____
   _____
   _____
   _____
   _____

8. Indicate which activities you participated in at VWC:

Community Service	☐	Intercollegiate Athletics	☐
Fraternity	☐	Sorority	☐
Honor Society	☐	Special Event (specify) _____	☐
Intramural Athletics	☐	Study Abroad	☐
		Other (specify) _____	☐

9. Did you experience any academic dilemmas that you felt were unresolved? No ☐ Yes ☐
   Explain in detail:
   _____
   _____
   _____
   _____
   _____
   _____
   _____

10. Rate the following *administrative offices* or *college functions* for quality of customer service. Please clarify any items that received a low rating—use the space below and the back of this survey. These questions are particularly important to address: Was the assistance or advice given helpful or helpful? Was the service given in a way that was supportive and courteous, or the opposite?

Office	Very good	Good	Fair	Poor	Don't Know
Academic Dean	☐	☐	☐	☐	☐
Admissions	☐	☐	☐	☐	☐
Athletics	☐	☐	☐	☐	☐
Career Services	☐	☐	☐	☐	☐
Commuter Services	☐	☐	☐	☐	☐
Community Service	☐	☐	☐	☐	☐
Counseling Services	☐	☐	☐	☐	☐
Dean of Students	☐	☐	☐	☐	☐
Development	☐	☐	☐	☐	☐
Faculty Advisor	☐	☐	☐	☐	☐
Financial Aid	☐	☐	☐	☐	☐
Food Services	☐	☐	☐	☐	☐
Health Services	☐	☐	☐	☐	☐
Housekeeping	☐	☐	☐	☐	☐
President	☐	☐	☐	☐	☐
Registrar	☐	☐	☐	☐	☐
Residence Life	☐	☐	☐	☐	☐
Security	☐	☐	☐	☐	☐
Other (specify)_____	☐	☐	☐	☐	☐

_____
_____
_____
_____
_____
_____
_____
_____
_____

11. In general, VWC regulations were:

not flexible enough ☐ appropriately balanced ☐ too flexible ☐

12. About how many credits did you complete at VWC?

120 or more ☐ 91-119 ☐ 60-89 ☐ 30-59 ☐ less than 30 ☐

13. Regardless of credits, do you think of VWC as your primary undergraduate institution?

Yes ☐ No ☐

14. What year did you graduate from VWC? _____

15. If you could change any regulations regarding the following, check off which ones you would change and specify the particular aspect you would change.

Academic Policies (general requirements, majors, transfer credits, alternate forms of credit, etc.)_____

Graduation _____

Honor Code _____

Freshman Orientation _____

January Term _____

Latin Honors (cum laude requirements, time in residence, etc.)_____

Housing policies _____

Other (specify) _____

16. What other changes would you recommend at VWC?

17. The following are some of the benefits that are available to VWC alumni. Which of the following (if any) have you made use of or received? (Check all that apply)

Office of Career Services—use of their services	☐
Computer Labs—usage on a student-first basis	☐
Gymnasium—usage on a student-first basis	☐
Wesleyan facilities—usage for rent at a reduced-rate	☐
Library and Library resources	☐
Virginia Wesleyan Magazine	☐
VWC alumni automobile decal	☐
VWC baby bib for every new birth	☐

18. Approximately how many miles is your current residence from VWC? _____

19. Do you continue to maintain friendships that originated at VWC?

Yes ☐ How many? _____ No ☐

20. Have you ever contributed to the VWC Annual Fund?

Yes ☐ How many times? _____ No ☐

21. Have you ever attended a VWC Alumni function?

Yes ☐ How many times? _____ No ☐

22. Do you keep VWC updated regularly on your whereabouts, family, and career?

Yes ☐ No ☐

23. The following are some additional benefits that have been proposed or discussed and might be implemented, given enough interest and adequate funding. Which of the following might you make use of if available?

Bulletin Board on VWC web site	☐
Computer usage on campus	☐
E-mail accounts	☐
Financial Aid to VWC for your children	☐
Library privileges	☐
Student Center (new) privileges	☐
Travel/tours with special group rates	☐

24. List other benefits that you wish were available to you as a VWC alumnus:

_____
_____
_____
_____
_____
_____

25. What positive experiences at VWC (if any) stand out in your mind that you could share here?

_____
_____
_____
_____
_____
_____

26. What negative experiences at VWC (if any) stand out in your mind that you could reveal here?

_____
_____
_____
_____
_____
_____

Thank you for taking the time to complete this survey. Your input will be used for strategic planning of the future of Virginia Wesleyan College.

Summary of Correlations by Variables

Value of education is correlated with:

1. Quality of education (.93)
2. Variety of courses (.55)
3. Distance from Virginia Wesleyan (-.27) negative
4. Composite measure of quality (quality, variety, value) (.92)

Career preparedness: No relationships (weighted toward positive (yes) responses).

Quality of education is correlated with:

1. Value of education (.93)
2. Variety of courses (.56)
3. Distance from Virginia Wesleyan (-.26) negative
4. Composite measure of quality (quality, variety, value) (.93)

Availability of courses:

1. Variety of courses (.28)
2. VWC regulations (-.25): i.e., high availability goes with perception of less flexibility
3. Contribution to annual fund (-.25): i.e. high availability goes with contributing to annual fund.
4. Composite measure of quality (quality, variety, value) (.29)

Variety of courses:

1. Value of education (.55)
2. Quality of education (.56)
3. Availability of courses (.28)
4. Miles from VWC (-.28)
5. Composite measure of quality (quality, variety, value) (..81)

Satisfaction with advising:

1. VWC regs: (.27) -- i.e., lower satisfaction goes with perceived flexibility.

Total activities:

1. Total customer satisfaction: (.30) -- (more activities go with more satisfaction)
2. Maintained friendships: (.28)

Unresolved dilemmas:

1. Keep VWC updated (.25)

Keep VWC updated:

1. Contributed to annual fund (.42)

2. Unresolved dilemmas (.25)

Total customer service satisfaction: (see total activities above)

1. Total activities: (.30) -- (more activities go with more satisfaction)

VWC regulations:
1. Availability of courses (-.25)
2. Advising Satisfaction (.27)

Credits completed
1. Miles from VWC (-.29)

Grad year:
1. Maintained friendships (.34)
2. Contributed to annual fund (.57)

Miles from VWC:
1. Value of education (-.27)
2. Quality of education (-.26)
3. Variety of courses (-.28)
4. Credits completed (-.29)
5. Composite measure of quality (quality, variety, value) (-.30)

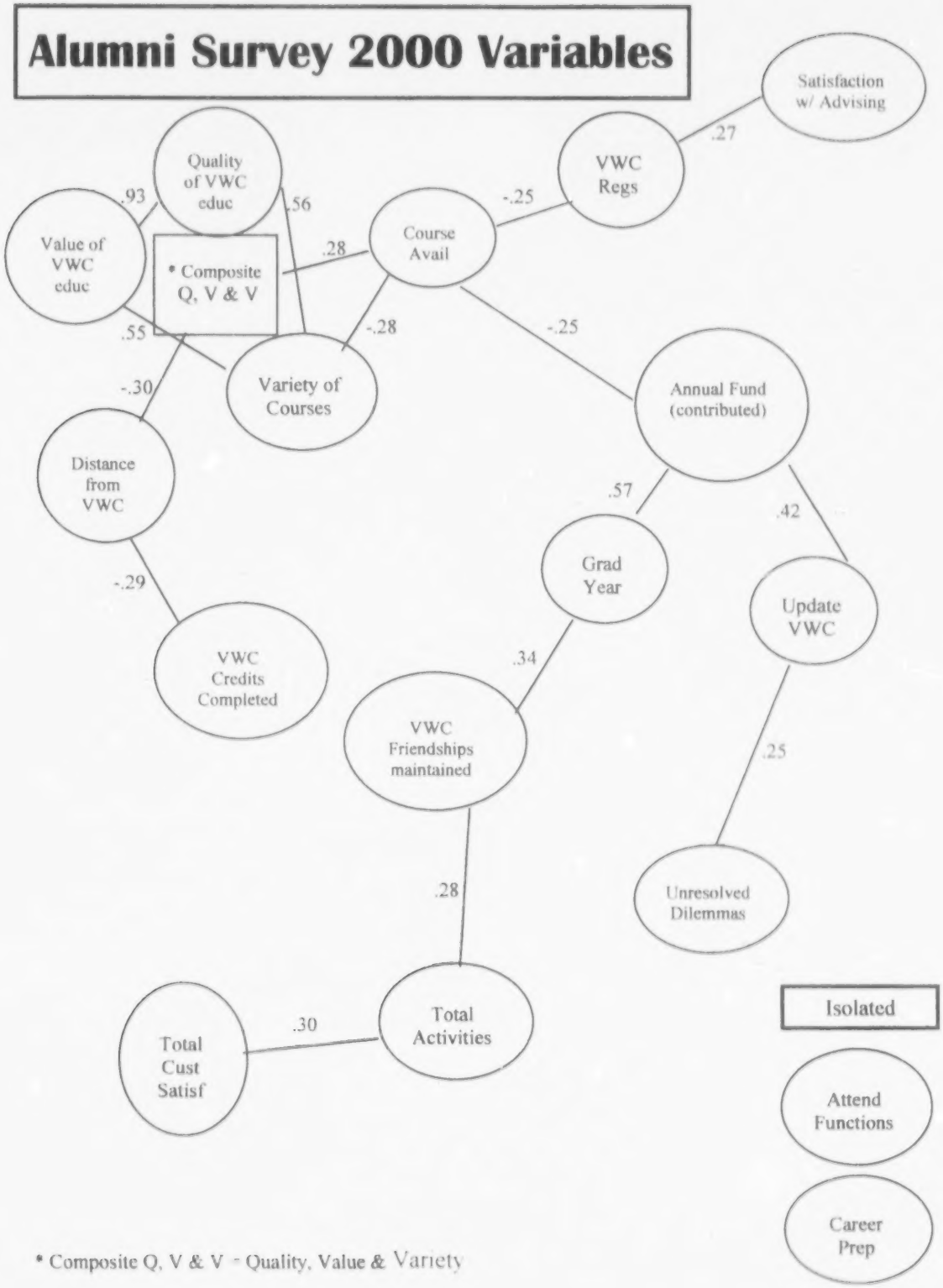
Maintained friendships:
1. Total activity (.28)
2. Grad year (.34)

Contributed to annual fund:
1. Availability of courses (-.25)
2. Keep VWC updated (.42)
3. Grad year (.57)

Composite measure of quality (quality, variety, value):
1. Value of education (.92)
2. Quality of education (.93)
3. Availability of courses (.29)
4. Variety of courses (.81)
5. Miles from VWC (-.30)

Attended alumni functions: no correlations

Alumni Survey 2000 Variables



* Composite Q, V & V = Quality, Value & Variety

Office of Institutional Research & Planning

Alumni Questionnaire 2000

Points of Interpretation:

1. Perceived value, quality and variety of courses are positively correlated. The three form a kind of "Quality" factor. These three however are only indirectly related to other important items on the survey.
2. The three quality indicators all share a slight negative relationship with distance of the current residence from VWC. Here is a curious relationship where, the farther away graduates live, on average, the lower the perceived quality. This could be explained as due to the lower visibility of VWC nationally compared to locally. As graduates move away, some of them may lower their estimates of VWC, as less publicity about VWC can be heard the further away one moves. "If I had it to do again, I would not attend VWC, but instead a school that was better known and established and offered the specific major I wanted. Very few of the jobs I have held have ever heard of VWC." (This from a graduate who lives 1350 miles away).
3. The quality of courses (as measured by the three questions dealing with quality, value and variety) has a weak correlation with perceived course availability. The perceived value and quality of the education suffer when there is a perceived lack of the courses one needs. This perception, in turn, apparently can negatively impact alumni giving.
4. Perceived course availability is also related to the perceived flexibility of VWC regulations, but not in an intuitive way. Higher perceived course availability tends to go with LOWER numbers on flexibility of VWC regulations, i.e. perceived INflexibility. What this might mean is not clear. There is another enigma in the relationship between perceived flexibility and satisfaction with academic advising, which goes in a positive direction. That is, higher satisfaction with academic advising tends to go with VWC regulations being perceived as not flexible enough. Again, this result is puzzling.
5. Annual fund giving is related slightly to perceived availability of courses. That is, the less available courses were perceived to be, the less likely a person was to have made a contribution to the annual fund. Annual fund giving was also related to efforts to keep VWC updated, due in part to updates often being sent in along with contributions. The occasion of giving a contribution is, among other things, a chance to communicate. Those who do not give tend not to avail themselves of that opportunity to communicate. Since correlations do not tell us which way the causal arrow points, it does not necessarily follow that increasing the opportunities to communicate will increase giving. Finally, alumni giving is fairly strongly correlated with graduation year; simply stated, graduates of earlier classes give more.
6. Having unresolved dilemmas turns out to be correlated significantly only with keeping VWC updated. This weak correlation suggests that, on average, those who had unresolved dilemmas tended to keep in contact with VWC. Although

this result is counterintuitive, there is a way that it makes sense. There are apparently a number of graduates who might be called the "loyal disgruntled." Caring about VWC and having a fairly high opinion of the College makes them more willing to do two things: a) stay in touch, and b) make suggestions to try and improve the college, which includes removing the sources of frustration or the unresolved dilemmas that they experienced.

7. The total number of activities a student engaged in is positively correlated with total customer satisfaction over various offices and departments. This finding by itself is not surprise. It is somewhat surprising that neither variable was related to other variables, with the exception of the modest correlation (.28) between activities and friendships. More activities tended to go with fewer friendships maintained over time. This correlation, again, is counterintuitive. It might be the case that highly involved persons knew many people while they were students, but in many cases cultivated fewer long-term friends.
8. Number of credits completed at VWC is related to distance the graduate lives away from VWC. Persons who transferred in credits tend to live farther away after graduation. This is interesting only because it relates indirectly to perceived quality, recalling that distance from VWC was negatively related to quality. Perhaps some transfer students, having come a distance to VWC, when they leave resume residence a long ways from VWC. Distance, as we have seen, can affect perceived quality.

MEMORANDUM

TO: Strategic Planning Committee

FROM: Dennis R. Ridley, for the Alumni Loyalty Task Force

DATE: June 7, 2001

SUBJECT: Alumni Loyalty: Conclusions and Recommendations

This memo responds to the Strategic Planning Committee Memo of March 22, 2001 and presents our final conclusions and recommendations. In reaching these conclusions, the Task Force pooled its experience and pored over a number of sources of data, the most complex of which involved a survey of alumni. (Note: capitalized phrases in this report designate survey variables.) Supporting documents and data (with one exception) are not included with this report but can be made available upon request.

We apologize for the length of this memo. However, doing justice to this important subject, accurately summarizing one year of deliberation, required no less.

Responses to the Strategic Planning Committee Memo of March 22, 2001:

1. How representative was the survey? The quick response is that the survey respondents represent a group that is much more loyal and connected to VWC than the average graduate. One indication is the reported alumni giving rate, which exceeds our average rate by a factor of three. It is difficult to obtain a representative group of respondents with respect to loyalty for the reason that those whose loyalty is marginal tend not to respond to anything The average alumni giving rate, which is low compared to many other colleges, makes the group of respondents likely to be unrepresentative with respect to loyalty.

2. Nevertheless, we learned quite a lot from doing the survey. We suggest that many of the trends that were weak in this sample might have been stronger had a more representative sample been available. Since the results were often ambiguous, the conclusions tended toward the conservative. The survey fulfilled its purpose of insuring that our conclusions and recommendations made connections with the reported perceptions of real alumni. The data considered by the Task Force are much more representative than would have been the case had there been no survey data collected representing 66 alumni.

3. In the attached recommendations is one item that carries significant cost. A rationale is given in the section below. In summary, the cost and related time table is as follows:
   - Visit to [name withheld] College (which has a recent alumni giving rate of 43 percent) to learn about alumni relations, factors affecting alumni loyalty,

good practices, and other issues. Time: 2001-2002. Cost estimate: $1200, varying with number of visitors.

4. Benefits to alumni should be added if and when affordable, but of course not at the expense of current students. (See number 9 below.) Our aim was to provide some data as regards the attractiveness of such benefits to alumni.

5. Our final anticipated activity as a Task Force was to submit this report.

6. Since we did not include "Alumni College" on the survey as a possible alumni benefit, we cannot compare attractiveness of this benefit with others.

Conceptual Framework

From our discussions and research, we arrived early on at a working definition of alumni loyalty. Later on in our work, we attempted to investigate these variables and their interaction through the survey, which is referred to above. The statement follows:

"A loyal alumnus is a graduate who readily acknowledges the unique contributions of Virginia Wesleyan in his/her personal and professional growth and one who has maintained an active interest in the college.

He or she is one who:

a) understands and appreciates the value of a liberal education
b) valued the education received and believed it was of high quality and an excellent investment
c) was satisfied with experience as a student
d) had a minimum of unresolved issues, grievances or unmet needs
e) appreciated the services received and efforts made on his/her behalf
f) appreciates current benefits of being an alumnus/alumna and takes advantage of them
g) believes his/her degree (if applicable) is highly regarded
h) maintains ties with VWC to extent of ability (distance and opportunity)
i) supports VWC in appropriate ways."

Implicit in our definition, and underlying most of our deliberations, is the notion that there is more than one way of being a loyal alumnus/alumna. We take the term to refer to a multidimensional concept, comprising far more than giving (which is part of i) although giving eventually follows as one expression of loyalty. Our strong orientation was that a broader vision of alumni loyalty than the financial must be kept in view. We hope that part of our legacy will be to establish new qualitative dimensions within which the notion of "loyalty" is to be conceived. The following recommendations are best understood in that context. Loyalty comprises "labors of love" as well as sums written on bank drafts, and favorable word-of-mouth advertising as well as attendance at alumni events. Our central premise is that all of these positive indicators of loyalty flow from a

reservoir of good will engendered by an overwhelmingly positive experience while matriculated at VWC.

Conclusions and Recommendations:

1. INSTITUTIONAL REPUTATION

Survey data suggest that sustaining loyalty can be more problematical for alumni who reside far from VWC where the College is less well known. Therefore, continuing to emphasize increasing the visibility and national reputation of the College is a good investment in terms of long-term alumni loyalty, providing that emphasis does not detract from the quality of programs and services offered to current students. We suggest that many activities along these lines are not costly, yet have the potential to yield strong dividends far into the future. Simply put, it is easier to remain loyal to an institution that is increasingly recognized for its excellence.

2. COURSE AVAILABILITY

Since the perception of the quality/value of an education at VWC is generally high, there is low variability among these ratings. Whenever a rating's variability is low, it is difficult statistically to find a direct correlation between the rated perception and other indicators of loyalty. One exception from the survey results is worth noting; i.e., Perceived Course Availability and its relationship with Perceived Course Quality. When course availability is perceived as lacking, it can affect both the perception of overall quality and commitment to the college measured by giving. Therefore, we recommend that all reasonable efforts should be made to increase course availability, both in the high traffic courses and in the major.

3. CONTACT

Anecdotal data support efforts to keep graduates informed and up-to-date with the College as a way to increase alumni support and loyalty; survey data also provide a supplemental (albeit weak) support. Newsletters, such as the Recreation and Leisure Studies Alumni Newsletter, inform alumni of significant events and maintain contact with faculty. We recommend that more newsletters and departmental web sites to inform alumni should be developed along these lines. Regarding current students, care should be taken, from Freshman Orientation on, to make sure that enrolled students are sensitized to the functions, activities, and benefits of alumni status. At the same time, VWC should strive to make it common knowledge what the Alumni organization contributes to the College in time, events and money. Particular care should be paid to transfer students, many of whom appear from survey data to be less informed as alumni about alumni affairs.

Another model for making current students aware of alumni affairs arises from Wesleyan College in Georgia. Wesleyan's program, called WINGS (Wesleyan

Information Network for Graduates and Students), is a mentoring/networking program between alumni and undergraduates. The Task Force felt that this program might be further explored with benefit. See the website: http://www.wesleyancollege.edu/alumnae/involvement.html

The following is a quote from that site: "From helping with student recruitment as an alumnae admissions representative to serving as a career resource through the WINGS program, involvement in alumnae programs and activities offers Wesleyannes a wealth of opportunities to stay connected."

We also recommend designing more activities for alumni along the lines of the recent event at the Norfolk Botanical Gardens and the new Wesleyan Wednesdays, with opportunities for interaction between alumni and their former professors and the staff. These events should be coupled with efforts to evaluate them, using that information to plan future events.

4. CUSTOMER SERVICE EMPHASIS

There is a complex relationship between grievances or Unresolved Dilemmas and one indication of loyalty, Updating VWC (keeping in touch with the College). Former students reporting no significant Unresolved Dilemmas suggest at least two patterns: a) those who had no significant complaints and therefore had nothing to report; b) those who may have had significant complaints, but over time lost motivation to complain about them. Students representing both patterns may lose contact more than students, who may be called "loyal disgruntled," who cared enough about VWC to try and improve the College. Therefore, we recommend continuous outreach to students, while they are still students, to let them know that legitimate dilemmas are a cause of concern that will be carefully considered and acted upon.

Student satisfaction and number of activities engaged in tend to go together. As a pair, these variables suggest overall satisfaction with the life of a student at VWC. However, there is no direct relationship between these variables and other measures of loyalty. We recognize that loyalty is complex and has many nuances not necessarily captured by stereotypes. We recommend improving student satisfaction by applying survey results and offering specific remedies to negative experiences and unresolved dilemmas, e.g., possibly concerning the Education Program, high traffic offices such as the Registrar's Office, Latin honors and transcript issues, etc. [To give reviewers a flavor of the relevant comments, a summary table containing direct quotes or paraphrases of relevant comments is included as an attachment. A few names have been removed, since the issue seems broader than personalities.]

In addition, the existence of Unresolved Dilemmas or longstanding grievances among our students suggests there is a more generic issue involved that should be recognized and faced squarely. Informal investigation has revealed that there is no one office or officer of the College whose function it is to receive and address grievances. Our Task Force does not recommend that a new position be created,

although that possible recommendation was seriously discussed. However, significant investment of effort and some redirection of resources are easily justified. Turning around only a few such cases can pay dividends that repay the investment many times over, as the reversal of attrition among current students and of disaffection among graduates impinges directly on the College's revenue stream.

As a minimum, therefore, we recommend a renewed emphasis upon customer service as part of the job description of every employee of Virginia Wesleyan College. That job is to make the student feel that he or she is special and his/her concerns are important. Further, as an institution we should better understand the grievance process as experienced by students, and we should clarify roles and communication patterns accordingly. These efforts should be such as to make legitimate Unresolved Dilemmas become less common in the future.

5. RELEVANT DATA

Implicit in improving student satisfaction must be an effort to monitor it. We should continue the process of periodic surveys, such as the one carried out to support the work of this Task Force, to estimate trends in the frequency of negative and positive experiences over time. In addition to data from alumni, comparable data from enrolled students would be desirable. Exit or senior interviews have been much discussed; however, the effort required by a program of exit interviews, as opposed to a survey, might be prohibitive. By whatever method, systematic data are needed. Furthermore, similar data from earlier in the college program, say sophomore year, are important from the standpoint that they allow students' concerns to be looked at systematically when the respondents know the information still can have an impact upon their experience.

6. SITE VISIT

In theory, much can be learned from institutions that have had success in maintaining a fairly high degree of alumni loyalty. In an earlier review, the SPC urged the Alumni Loyalty Task Force to learn as much as possible from such other institutions. We have done so primarily by studying several private colleges that have enjoyed strong alumni loyalty. These comparisons yielded the suggestion that many of the higher loyalty schools also had higher selectivity, higher numbers of students living on campus, a higher percentage of students receiving need-based grants, etc. However, such information is difficult to apply. It is similar to learning that successful transfer students tend to be older and female; while interesting, there is no direct way to apply such insights in the reasonably near term.

This exercise led us to explore the idea of a site visit. From several lines of evidence, we find that alumni loyalty appears to be strong at [name withheld] College. Virginia Wesleyan College has found it useful in the past to gather information regarding the practices of this fine college in a number of areas. Therefore, we recommend a site visit to [name withheld] College during 2001-2002 to learn how alumni

loyalty is preserved and encouraged there. That purpose might be combined with others, which might be furthered by such a visit, including strategic planning, gaining Phi Beta Kappa status ([name withheld] College having attained that status in nearly record time), and others. Significant personal contacts there should be used appropriately to arrange this activity and learn the maximum from it.

7. ALUMNI BENEFITS

We recommend that new benefits to alumni should be added if and when affordable, but of course not at the expense of current students. Such changes should pay attention to the level of interest among alumni. In this regard, we remind the SPC of the results presented in our report to the SPC in March, which showed the percentages of "yes" responses, indicating likely use of the benefits if available. As mentioned above, there are other possible benefits, such as Alumni College, for which we have no comparable data. These percentages were as follows:

a. Bulletin board on the VWC web site: 47%.
b. VWC computer usage: 20%.
c. E-mail: 24%.
d. Financial Aid for children: 50%.
e. Library privileges: 41%.
f. Student Center privileges: 33%.
g. Travel/tours: 51% (not cited in earlier report)

8. RESPECT

Survey results as a whole confirm there is more than one way of being loyal. It seems likely, therefore, that there is no royal road toward engendering loyalty. However, it is well worth reminding oneself that there is a danger in conceptualizing loyalty as an impersonal quantity of something that can be "engendered." We cannot expect loyalty to grow if we think of it in terms of manipulating variables until we "get it right." To quote Frederick F. Reichheld (*The Loyalty Effect*): "You cannot control a human 'inventory', which of course has a mind all its own, so you must earn its loyalty." Far from an afterthought, this point is perhaps the most important in this long memo. A radical respect for individual persons and their possibilities in this environment stands the best chance to promote loyalty in the long run.

Attachment
cc. Alumni Loyalty Task Force

Dilemmas

I did not take French due to the professor refusing to allow me to take a lower level. I did not take language and have regretted this.
I felt that the writing req. was unfair. I was denied graduation because of this, even though I carried a 3.0 or better in my writing classes. I later learned that I could have taken up to 2 incompletes in req classes and completed them in summer, but because I failed my writing test and was not allowed to carry it over until the summer. I did pass the exam 2 weeks after graduation when I received help from the summer staff of the writing lab.
The secondary educ. Dept., along with [ ], undermined the educational opportunities of many of my fellow classmates. Many complaints were reported, but not acted upon. Differences in philosophies caused undue stress to student teachers and practicum students.
Courses that didn't transfer from TCC; I had to take 16-18 credits each semester as a result. Left no opportunity for participation in groups and I could not take some elective courses that I would have enjoyed.

[ ] pulled my floor in for a conference just hours before a final exam.

Minors came into existence my senior year but despite fulfilling the requirements, it is not acknowledged anywhere. Grad schools have to take our word for it.

I formally protested a grade I received from a professor who was arrested for distribution of illegal drugs. I felt the grade was unfair due to his incompetence. The Dean's office never contacted me regarding their decision nor anything done to resolve this situation. Not a very professional handling of the dilemma.

No mention of history minor on transcript

I dropped Secondary Education due to lack of quality in the department.

Problem with professors that didn't "like" us (husband/wife). We felt belittled and unjustly treated with disrespect.

I qualified for honor society; filled out all forms; no one contacted me at all; professor in charge did not return my phone call either; I was very angry about this.
My dilemma concerning requirements not met was resolved by [Professor ...] who spoke to my advisor.

I felt like I was graded unfairly in one of my final courses. I went to professor and received no explanation for the points taken off; feel cheated.

Honors: the requirements for graduating with honors was changed during my last year at VWC--a lab class req. was added, not much was offered to fulfill this requirement, not to mention changing the req. this late in my academic career made it difficult to graduate with honors. I had the GPA--but no lab class.

A lot of money. I am still upset about this matter. When it came to graduation I do not feel like I was helped. Two weeks before graduation, I was told I was 7 cr. short. Even though I am responsible, I would think someone besides me would have caught this early. I was sent all the graduation stuff. I was even fitted... cost me an extra semester.

This student felt resentment about not being informed about time in residence for Honors requirement until 2 weeks before graduation.

I wish I had taken a foreign language and music appreciation (advisor).

As a Junior transfer student, whose advisor retired during the same time frame, I did not receive information needed on student teaching requirements in time to meet them. Dept head said her hands were tied; I later found she did make exceptions for more than one individual.